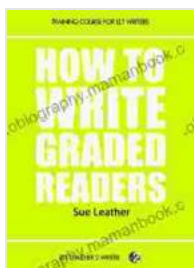


How to Write Graded Readers Training Course for ELT Writers 11: A Comprehensive Guide

Graded readers are an essential tool for English language learners (ELLs) of all levels. They provide learners with authentic reading materials that are adapted to their reading ability, allowing them to develop their reading skills and vocabulary in a structured and supportive way. As an ELT writer, you may be tasked with writing graded readers training courses to help other writers create high-quality graded readers. This guide will provide you with all the information you need to know to write a comprehensive and engaging graded readers training course.

1. Determining the Purpose and Audience

The first step in writing a graded readers training course is to determine the purpose and audience of the course. What are the specific objectives of the course? Who is the target audience? Once you know the purpose and audience of the course, you can start to develop the content.



How To Write Graded Readers (Training Course For ELT Writers Book 11) by Sue Leather

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Enhanced typesetting	: Enabled
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Purpose of the Course

The purpose of the course should be clearly stated in the course description. It should outline the specific skills and knowledge that learners will gain by taking the course. For example, the purpose of a graded readers training course might be to:

- * Teach writers how to write graded readers that are aligned with the Common European Framework of Reference for Languages (CEFR) *
- Provide writers with the skills and knowledge to create engaging and effective graded readers *
- Help writers develop a process for writing graded readers

Audience of the Course

The audience of the course should also be clearly defined. This will help you to tailor the content of the course to the needs of the learners. For example, the audience of a graded readers training course might be:

- * ELT writers who have little or no experience writing graded readers *
- Experienced ELT writers who want to improve their skills in writing graded readers *
- Teachers who want to learn more about using graded readers in the classroom

2. Selecting Appropriate Materials

Once you know the purpose and audience of the course, you can start to select appropriate materials. The materials you select should be relevant to the course objectives and engaging for the learners.

Materials for the Course

The materials for the course should include a variety of resources, such as:

* Readings on graded readers * Sample graded readers * Activities and exercises * Assessment tools

It is important to select materials that are appropriate for the level of the learners. For example, if the course is designed for beginner writers, you should select materials that are written in simple English and focus on basic grammar and vocabulary.

Resources for Finding Materials

There are a number of resources available to help you find materials for your course. Some good places to start include:

* The ELT Resource Directory * The ERIC Database * The British Council website

3. Developing the Course Content

Once you have selected the materials for the course, you can start to develop the course content. The content of the course should be organized into modules or units. Each module or unit should focus on a specific topic, such as:

* The principles of graded readers * The different types of graded readers * How to write graded readers for different levels * How to assess learner progress

The content of each module or unit should be presented in a clear and concise manner. It should be easy for learners to follow and understand.

Activities and Exercises

In addition to readings and sample graded readers, the course should also include a variety of activities and exercises. These activities and exercises will help learners to practice the skills and knowledge they have learned. For example, you might include an activity that asks learners to write a short graded reader for a specific level.

Assessment Tools

The course should also include assessment tools to help you to track learner progress. These assessment tools might include quizzes, assignments, and projects. The assessment tools should be designed to measure learner achievement of the course objectives.

4. Writing the Course Manual

Once you have developed the course content, you need to write the course manual. The course manual should include all of the information that learners need to know about the course, including:

- * The course objectives
- * The course outline
- * The materials for the course
- * The activities and exercises
- * The assessment tools

The course manual should be well-organized and easy to navigate. It should be written in a clear and concise style.

5. Delivering the Course

Once you have written the course manual, you need to deliver the course. You can deliver the course in a variety of ways, such as:

* Online * In-person * Blended

The best way to deliver the course will depend on the needs of the learners.

Online Delivery

Online delivery is a convenient way to deliver the course to learners who are located in different parts of the world. There are a number of online platforms that you can use to deliver the course, such as Moodle and Canvas.

In-person Delivery

In-person delivery is a more traditional way to deliver the course. This type of delivery allows you to interact with the learners directly and provide them with immediate feedback.

Blended Delivery

Blended delivery is a combination of online and in-person delivery. This type of delivery allows you to take advantage of the benefits of both online and in-person delivery.

6. Assessing Learner Progress

Once you have delivered the course, you need to assess learner progress. This will help you to determine whether the learners have achieved the course objectives. You can assess learner progress through a variety of methods, such as:

* Quizzes * Assignments * Projects * Portfolios

The assessment methods you choose should be aligned with the course objectives.

7. Revising and Updating the Course

Once you have assessed learner progress, you need to revise and update the course. This will help you to ensure that the course is up-to-date and effective. You should revise and update the course on a regular basis, such as every year or two.

Revising the Course

When revising the course, you should consider the following factors:

* The feedback you received from the learners * The results of the learner assessments * Any changes to the field of ELT

You should make changes to the course based on the feedback and data you collect.

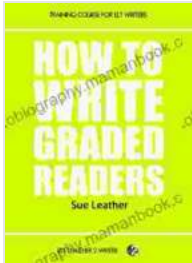
Updating the Course

When updating the course, you should include the following information:

* New research on graded readers * New sample graded readers * New activities and exercises * New assessment tools

You should also make changes to the course to reflect any changes to the field of ELT.

Writing a graded readers training course is a challenging but rewarding task. By following the steps outlined in this guide, you can create a comprehensive and engaging course that will help ELT writers to develop the skills and knowledge they need to write high-quality graded readers.



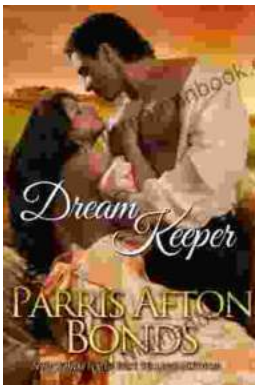
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